Training of Coordinators

Building Skills

Participant's Guide

Module 6

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Module 6

Communities That Care

Building Skills

Training of Coordinators

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Module 6 goal

Communities That Care

Prepare Coordinators to use the skills necessary for helping meetings run efficiently and effectively.

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Objectives

Communities That Care

Participants will be able to:
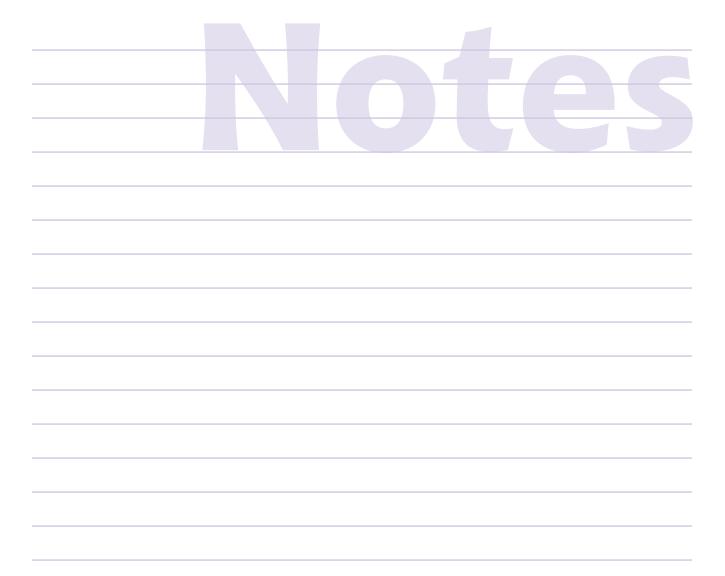
1. Use skills to prepare for training events and meetings.

2. Use skills to help trainings and meetings be more efficient and effective.

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Pre-training skills

Communities That Care

You will:

- work with the *Communities That Care* trainer in handling pre-training logistics

- support Community Board and work group meetings.

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Activity:
Preparing for unexpected situations

⬤ Communities That Care

- Get into groups of four.

- Answer questions on the Unexpected Logistical Situations Worksheet in the Participant's Guide.

- After 10 minutes, each group shares answers.

- List any additional unexpected situations you've encountered in coordinating meetings.
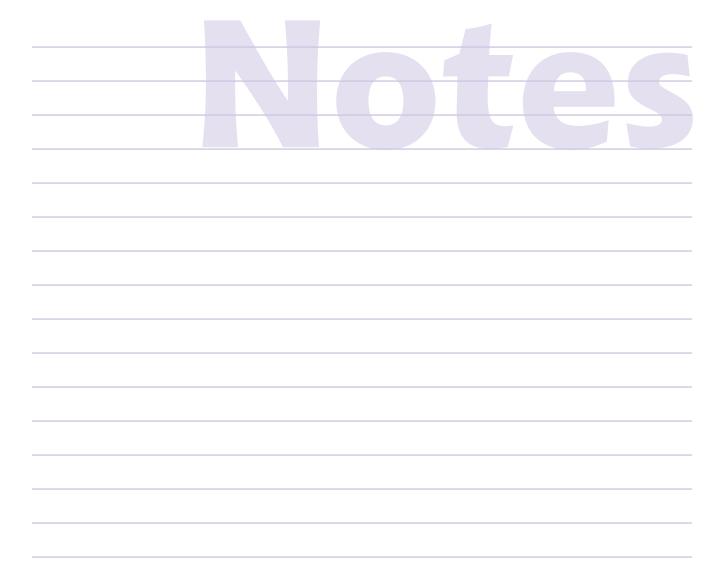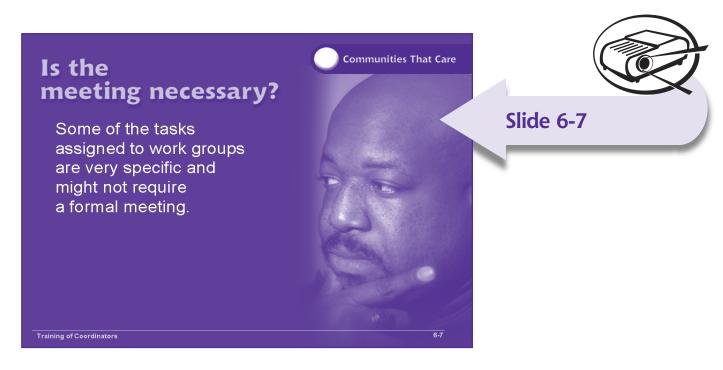
Training of Coordinators

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Unexpected Logistical Situations Worksheet

1. At the last minute, a number of Community Board members call to say they will be able to attend tonight's meeting after all. You have already selected a meeting place that will be too small to accommodate the number of people who wish to attend. What can you do? (Example: Ask overflow participants to attend a second meeting that will be scheduled the following week.)

   _____

   _____

   _____

2. The *Communities That Care* trainer would like to do a computer presentation, but his laptop will not connect to the Internet. What can you do? (Example: See if the presentation can be printed out and distributed.)

   _____

   _____

   _____

3. The Champion calls you one day before a *Communities That Care* training event and says that she's very sick and will not be able to present the information she was scheduled to present. What can you do? (Example: Gather the information she was going to present and present it yourself.)

   _____

   _____

   _____

4. The catering service calls and says that there was a scheduling mistake on their part—they will not be able to deliver lunch. What can you do? (Example: Find a food service that can offer a simple alternative—sandwiches, soda, snacks, etc.)

   _____

   _____

   _____

5. What are other unexpected situations you have encountered in coordinating meetings?

   _____

   _____

   _____

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What is the goal of the meeting?

Communities That Care

The goal should always fall within the limits of the tasks and responsibilities assigned to each work group.

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Is the meeting necessary?

Some of the tasks assigned to work groups are very specific and might not require a formal meeting.

Communities That Care

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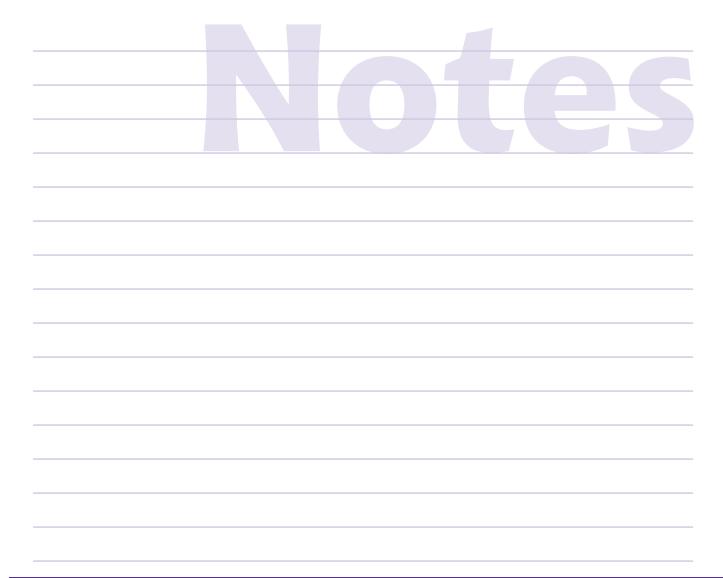
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Notes

Determining an agenda

Communities That Care

A Coordinator can help:

• screen and prioritize agenda items

• estimate and allocate time to the agenda items

• foresee agenda items that may need more discussion or work.

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Activity:
Sample agenda

- Get into pairs.
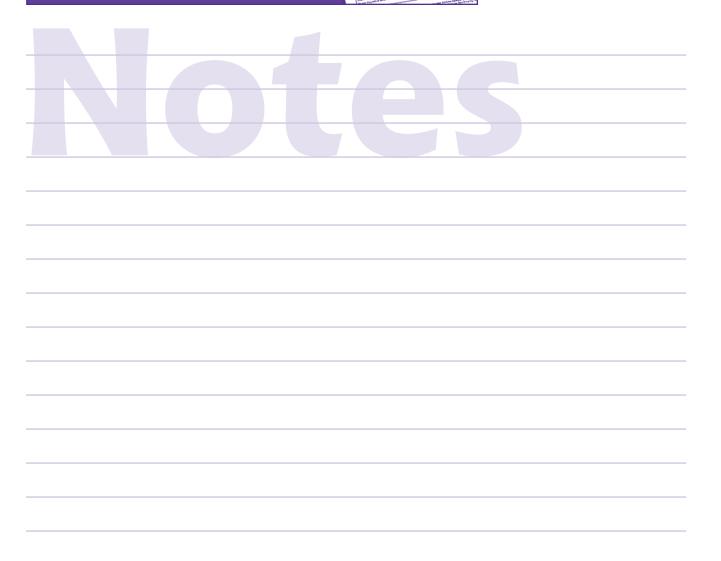
- Work out which agenda items would best fit in the given times on the Sample Agenda Worksheet.

- Give your answers.

- Identify any adjustments needed to the proposed agenda.

Training of Coordinators

Communities That Care

Activity
Sample Agenda Worksheet

Sample Training Agenda

Sample Work Group Agenda

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Sample Agenda Worksheet

Sample Training Agenda

Agenda items	Agenda
Wrap-up and evaluations	8:00-8:30 a.m._____
Lunch	8:30-8:45 a.m._____
Break	8:45-9:15 a.m._____
Overview of the training	9:15-10:45 a.m._____
Morning training session begins	10:45-11:00 a.m. _____
Welcome and introduction	11:00 a.m.-12:00 p.m. _____
Morning training session continues	12:00-1:00 p.m. _____
Afternoon training session begins	1:00-2:30 p.m._____
Break	2:30-2:40 p.m._____
Registration/breakfast	2:40-4:00 p.m._____
Afternoon training session continues	4:00-4:30 p.m._____
Adjourn meeting	4:30 p.m. _____

Sample Work Group Agenda

Agenda items	Agenda
Decide how to report work to the Community Board	4:00-4:10 p.m._____
Opening remarks	4:10-4:20 p.m._____
Break for refreshments	4:20-5:00 p.m._____
Adjourn meeting	5:00-5:15 p.m._____
Question and answer session	5:15-5:45 p.m._____
Work on assigned tasks	5:45-6:00 p.m._____
Continue work on assigned tasks	6:00-6:15 p.m._____
Determine when next meeting will take place	6:15-6:30 p.m._____
Go over the goal and tasks for the meeting	6:30 p.m. _____

Supporting effective meetings

The Coordinator:

• supports the Chair in running all Community Board meetings

• plays a supporting role in helping the Community Board complete the tasks necessary to help the *Communities That Care* process move forward.

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Accurate minutes can:

Communities That Care

- remind participants of the work done and the decisions made

- update absent participants

- keep community members and stakeholders updated

- help the Community Board and its work groups keep track of what has been accomplished and what work still needs to be done

- help Key Leaders hold the Community Board accountable.

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Notes

Points to keep in mind

Communities That Care

- Minutes are not a record of every word said and every decision made.

- Always be objective when taking minutes.

- Minutes need to be written in a clear language that is appropriate to the intended audience.

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Stages of team development

Communities That Care

- Forming

- Storming

- Norming

- Performing

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Notes

Group Development Worksheet

For each group below, put an F if the item is in the forming stage; an S if it is in the storming stage; an N if it is in the norming stage; and a P if it is in the performing stage.

Group A

1. The group is trying to work out why they have assembled and what work needs to be done. _____

2. Participants are working well together and getting steady work done toward their defined goal. _____

3. There is some conflict within the group as participants try to understand how best to work together. _____

4. The group has developed a purpose and goal and is ready to begin work. _____
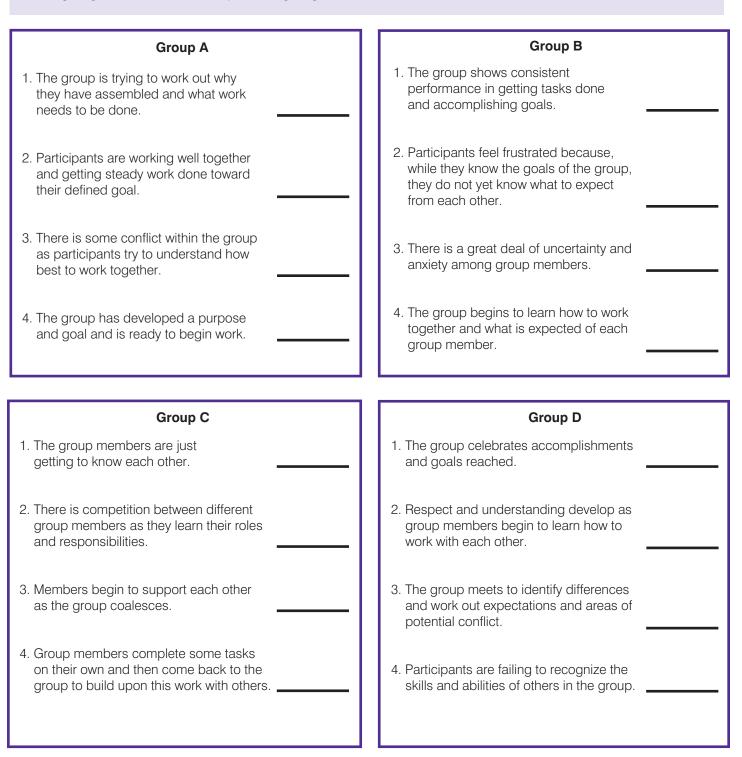
Group B

1. The group shows consistent performance in getting tasks done and accomplishing goals. _____

2. Participants feel frustrated because, while they know the goals of the group, they do not yet know what to expect from each other. _____

3. There is a great deal of uncertainty and anxiety among group members. _____

4. The group begins to learn how to work together and what is expected of each group member. _____

Group C

1. The group members are just getting to know each other. _____

2. There is competition between different group members as they learn their roles and responsibilities. _____

3. Members begin to support each other as the group coalesces. _____

4. Group members complete some tasks on their own and then come back to the group to build upon this work with others. _____

Group D

1. The group celebrates accomplishments and goals reached. _____

2. Respect and understanding develop as group members begin to learn how to work with each other. _____

3. The group meets to identify differences and work out expectations and areas of potential conflict. _____

4. Participants are failing to recognize the skills and abilities of others in the group. _____
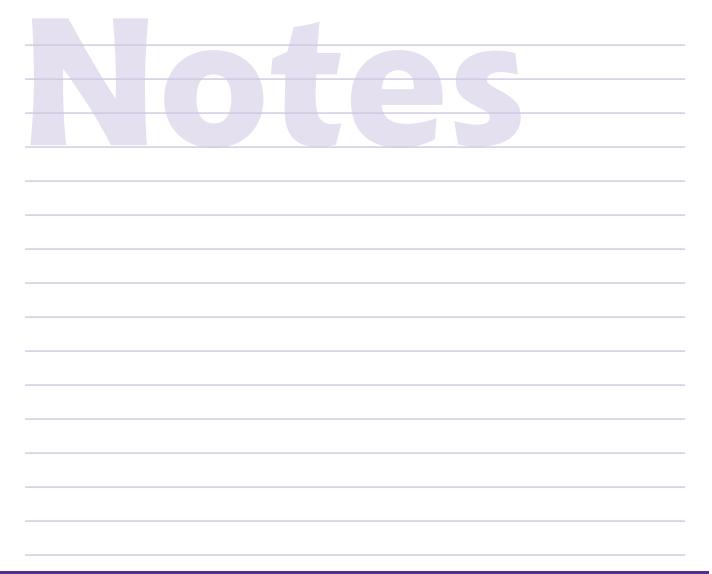
Additional meeting responsibilities

Additional responsibilities include:

- making sure all members follow the ground rules and stick to the stated objectives and agenda

- solving minor conflicts that are keeping the group from moving forward

- supporting each board member's unique views and opinions.

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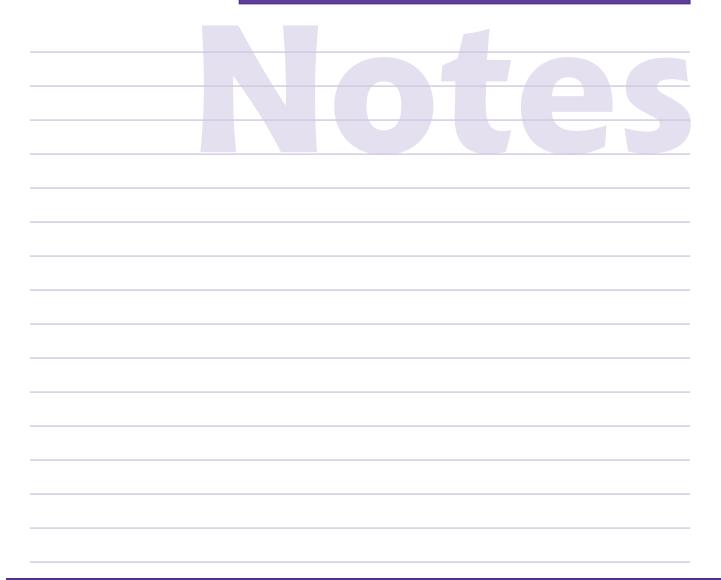
Notes

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Your role in conflict management

Communities That Care

- Never take a position and argue for your own viewpoint.

- Do not assume that someone must win and someone must lose.

- Do not try to change someone's mind just to avoid conflict.

- Avoid conflict-reducing techniques like majority votes, coin flips, bargaining and compromise.

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Notes

Conflict Management Worksheet

Scenario 1

In a Community Outreach and Public Relations work group meeting, two members disagree about the most effective way to promote the *Communities That Care* system. The work group is soon split over how best to address this issue. What could you do to resolve this conflict?

_____

_____

_____

_____

_____

Scenario 2

In a meeting of the Funding work group, participants are divided over how to develop a long-term funding plan. After much discussion, two separate groups have formed, each with its own ideas on how to proceed. What could you do to help all participants reach a conclusion that will satisfy everyone?

_____

_____

_____

_____

_____

Scenario 3

In a Risk- and Protective-Factor Assessment work group meeting, you notice that one member has made points that the rest of the group did not address. Since then, this person has agreed with every decision the group has made. What could you do to help ensure that the decisions being made are taking all views and opinions into account?

_____

_____

_____

_____

_____

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Activity:
Keeping a meeting focused

Communities That Care

- Consider potential distractions.

- Brainstorm solutions.

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Notes

Meeting Focus Worksheet

Distractions

Solutions

Ground rules

Communities That Care

Everyone gets a chance to speak.

Everyone listens when someone has the floor. (No side conversations.)

One person talks at a time and doesn't get interrupted.

Respect others' perspectives and ideas. (No put-downs.)

Start and end on time.

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Next up

Communities That Care

Additional steps that a Coordinator will need to take before beginning his or her responsibilities in the community

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Notes